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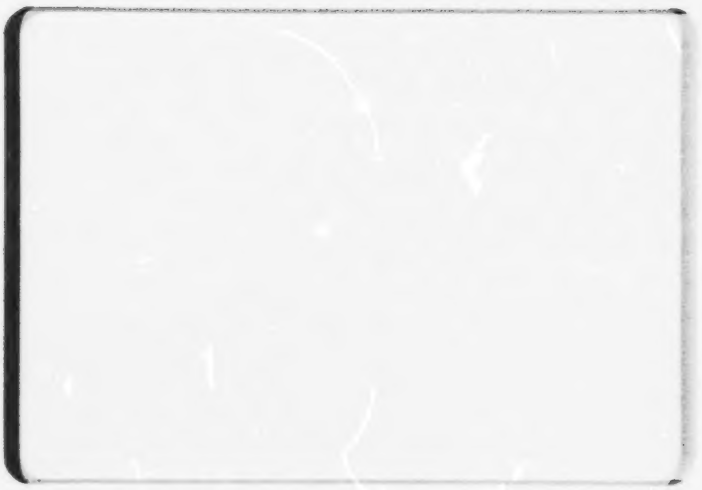

RESEARCH SECTION

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REPRESENTATION OF VISIBLE/RACIAL MINORITIES IN THE TORONTO BOARD OF EDUCATION WORK FORCE, 1987

PART II

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#187

RESEARCH SERVICES

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TABLE OF CONTENTS

	PAGE NO.
ABSTRACT	1
INTRODUCTION	3
DATA COLLECTION METHOD	5
FINDINGS	6
AVERAGE SALARIES, YEARS OF EXPERIENCE AND EDUCATIONAL QUALIFICATIONS OF WHITE AND NON-WHITE PERMANENT STAFF, 1987	
TEACHING STAFF	6
NON-TEACHING STAFF	12
NON-TEACHING NON-PERMANENT STAFF, 1987	17
DEFINITION	17
CHARACTERISTICS	18
SUMMARY	21
CONCLUSIONS	23
REFERENCES	26
NOTES	27
TABLES 1 - 14	29
FIGURES 1-9	43
APPENDICES 1-12	49

ABSTRACT

1. In general, salary differentials between non-white and white permanent employees across the system are negligible for both teaching and non-teaching. Detailed comparisons of white and non-white salaries by smaller groupings of employees show the small discrepancies do not consistently favour whites or non-whites.

2. The overall salary distribution patterns of racial minority and Caucasian staff are similar in both teaching and non-teaching sectors. Whites and non-whites do not seem to be polarized into high and low wage categories.

3. Racial minority teaching and non-teaching staff, on the whole, have fewer years of experience with the Toronto Board than their Caucasian colleagues. In teaching, however, where data on external experiences are available, non-whites in general show longer total teaching experience than whites.

4. In the elementary panel, there is a higher proportion of university-trained teaching staff among racial minorities than whites. As well, the proportion of staff with post-graduate degrees is higher among non-whites than whites in both panels.

5. Basic and additional teaching qualifications per capita for whites are slightly higher than non-white teaching staff in the elementary panel, but the pattern is reversed in the secondary panel.

6. The thirteen non-whites represent approximately 5% of non-teaching, non-permanent staff in the Toronto Board (excluding the occasional cleaners). This compares to 8% visible minority representation in the permanent work force. Non-white occasionals earn slightly less than whites on average.

INTRODUCTION

The Toronto Board of Education undertook its first work force survey in 1981. The second one, which took place in the spring of 1987, was designed to address the following questions:

1. What is the level of representation of racial minorities[1] in the permanent work force of the Toronto Board of Education in 1987?
2. How well represented are racial minority permanent staff in the various positions and departments?
3. What is the distribution of racial minority permanent staff by racial category, sex and position?
4. Has there been change in the representation and distribution of racial minority staff in the permanent work force since 1981?
5. What are the average salaries, years of service and educational qualifications of racial minority staff in the Toronto Board of Education?
6. How do the salaries, years of service and educational qualifications of racial minority staff compare to those of other staff?
7. What is the representation of racial minorities in the temporary work force of the Toronto Board of Education in 1987?
8. What are the characteristics of the racial minority temporary work force?

The first four questions have been addressed in Research Report #186. This report will focus on the remaining questions.

DATA COLLECTION METHOD

The data for this report are derived from two sources: one is from the race identification forms filled out by the supervisory staff in the Spring/Summer of 1987 (see Appendices 1 and 2); and the other is from the existing Payroll Master File and Salary History File provided by Computer Services. Details of the data collection procedures and methods have been presented in Research Report #186.

FINDINGS

Average Salaries, Years of Experience and Educational Qualifications of White and Non-White Permanent Staff, 1987

Teaching Staff

Average Salaries

A work force survey conducted in the Metropolitan Corporation of Toronto Municipality (Morin and Halliday, 1985) found a considerable wage differential between visible minorities and Caucasians. Non-white employees there earn 86% of the average salary of whites. (p.45)

However, in the Toronto Board of Education, the overall wage disparity between white and non-white teaching staff is negligible. The average annual salaries of Caucasian and racial minority teaching staff in 1987 were $45,687 and $46,040 respectively. (See Table 1 and Figure 1). Visible minority staff earn 101% of the average salaries of their white colleagues.

An examination of the wage distribution by race shows that whites and non-whites are not polarized into high and low pay categories. (See Table 2 and Figures 2 and 3). In general, the

overall wage distributions of the racial minority and dominant groups are rather similar. The differences observed are of rather small magnitude (+ or - 9%). While there is a slightly higher percentage of visible minorities in the "average" wage category (54.6% vs 45.7%), there are slightly higher proportions of whites in both the "above average" (34.3% vs 30.6%), and "below-average" categories (20% vs 14.8%). The under-representation of non-white vice-principals and principals (see Tables 2 and 3 in Research Report #186) is reflected in the slightly lower percentage of non-whites in the "above average" wage category compared to whites.

Further comparisons of the average salaries of white and non-white teaching staff by position are presented in Table 3. The proportions of non-white to white earnings range from 0.97 (for both elementary and secondary school principals and vice principals) to 1.05 (for elementary school teachers). The small salary variation between whites and non-whites within the same position is largely due to factors such as educational attainment (e.g. university degree); special qualifications (e.g. specialist certificate); and teaching experience inside and outside of the Toronto Board. All have a direct bearing on the salaries of teaching staff.

For example, in the elementary teachers' collective agreement, there are seven salary categories (1 to 3 for non-

degree teachers, 4 to 7 for teachers with degrees); seven to ten salary steps within each category (to recognize each additional year of teaching experience the teachers accumulate within a certain category); and allowances for special qualifications (e.g additional post-graduate degree or special education allowance).

The three factors mentioned above should be kept in mind in the interpretation of data in Table 3. For instance, the higher average salary of non-white elementary teachers, compared to that of their white colleagues can be attributed to the higher educational attainment of non-whites. There are proportionately more non-whites than whites holding university degrees at both undergraduate and post graduate levels. Consequently, a higher percentage of non-whites than whites are placed in salary categories 4 to 7 (for degree holders) and entitled to special allowances (for post graduate degrees), thus resulting in the higher average salary of non-white teachers in comparison to whites.

On the other hand, non-white high school principals and vice-principals, on average, receive 97% of what their white counterparts earn. This is because a higher percentage of whites (84%) compared to non-whites (40%) are at their maximum step in the principal and vice-principal salary categories. This merely reflects the relatively more recent appointment of non-whites to these positions.

Average Years of Experience

Table 4 and Figure 4 report on the average years of teaching experience of all elementary and secondary educators. In general, white employees have more seniority or years of Toronto Board teaching experience (16.4 vs 15.2). By contrast, non-whites have more years of teaching experience outside Ontario (3.9 vs 1.0). When total years of teaching experience (inside and outside of the Toronto Board) are considered, non-whites show slightly more experience, on average, than their white counterparts (19.5 years vs 18.1 years). A further breakdown of experience by panel and position in Tables 5 and 6 reveals the same pattern. The only exception is found in the secondary school principal/vice-principal group. In this case, non-whites have, on average, less total teaching experience than whites (21.8 vs 25.1 years).

Educational Attainment and Qualifications

In the elementary panel, approximately eight out of ten (79%) of all teaching staff have university training; in the secondary panel, nine out of ten (93%) fall in this category.

The ratios of degree to non-degree teaching staff among whites and non-whites in the secondary schools are similar. (See Table 7). However, in elementary schools, the per cent of non-

white degree staff (84.8%) is slightly higher than that of whites (78.5%). (See Figure 5).

University-trained staff have an average of 1.26 baccalaureate degrees per person in the elementary panel, and 1.46 in the secondary panel.[2] Table 8 presents the number of undergraduate and graduate degrees awarded to white and non-white teaching staff. Non-white educators have more post-graduate degrees per capita than whites. This pattern is observed in both elementary and secondary panels.

Basic Ontario teaching qualifications held by elementary and secondary school staff are reported in Appendices 3 and 4. Because some teachers have acquired additional basic qualifications subsequent to their initial basic qualifications, the total number of basic qualifications is more than the total number of teaching staff. Basic qualifications per capita for whites and non-whites are 1.10 vs 1.03 in the elementary, and 1.34 vs 1.39 in the secondary panels.

Additional qualifications (often required for upward mobility in the teaching field) attained by white and non-white staff are reported in Tables 9 and 10. There are higher percentages of non-whites than whites who have acquired all three parts of the specialist qualifications and both parts of the updated principal's course in both panels. On the other hand,

whites hold proportionately more Honours Specialist Certificates and Elementary/Secondary School Principal Certificates[3] than non-whites in both panels. Additional qualifications per staff for Caucasians and racial minorities are 2.14 vs 2.00 in elementary schools and 1.93 vs 2.13 in secondary schools.

Non-Teaching Staff

Average Salaries

Table 1 shows that the hourly rates of white and non-white non-teaching staff are $14.4 and $14.7 respectively. Similar to the teaching sector, the wage gap between visible minorities and Caucasians is narrow and in favor of the former. The proportion of non-white to white salary is 102%.

Again, Table 11 and Figures 6 and 7 show no strong evidence of white and non-white non-teaching staff being polarized into high and low pay categories. Approximately 60% of both groups fall in the "average" wage category, 30% in the "above average" group, and 10% in the "below average" category. While non-whites have slightly more members than whites in both the "above average" and "below average" salary categories, Caucasians have slightly more members in the "average" category.

More detailed comparisons of the average salaries of whites and non-whites by single position or group of similar positions are presented in Table 12. The proportions of non-white to white salaries range from 92% to 107% across the positions. The wage discrepancies do not consistently favour whites or non-whites. Such differences are largely a function of the way whites and non-whites are distributed in the various positions within

certain groupings. In other instances, the average wage differences are due to the recency of appointment of whites and non-whites to their present positions which can be determined, to a certain extent, by the incumbent's salary step.[4]

For example, the lower average salary of non-whites relative to whites among the Schedule II, levels 13-16 employees is a function of the way whites and non-whites are distributed in the occupational hierarchy. (See Table 12). There are no visible minorities holding positions above level 13 in this group, while 25% of the whites in this group are in positions above level 13. (See Appendices 5 and 6). The same explanation can be given for lower average salary of non-white Schedule II, levels 7-12 employees (Also see Table 12, Appendices 5 and 6). Another interesting example of this sort can be found in the trades personnel. The lower average wage of visible minorities is accountable by the fact that while half of the white trades personnel are employed in trades that pay over $18 an hour (e.g. electrician, plumber, machinist), only 12% of the non-whites are in such occupations. (See Appendix 9).

On the other hand, the higher average earning of the non-white Schedule I technical staff (See Table 12) can be accounted for by the high percent of non-whites (44%) employed in positions that pay over $40,000 (e.g. Intermediate system analyst, senior or chief draftsperson). Only 19% of the whites are in such

positions. (See Appendix 7).

The varying length of time whites and non-whites are appointd to their present positions can probably explain most of the wage disparities between white and non-white Student Services (APSSP) staff. Non-whites show higher average salary in groups A and D (see Table 12) because the majority of them are at their present position longer than whites. About 75% of the non-whites have advanced to the top of their salary grade compared to 38% of their white colleagues.

Conversely, white APSSP staff show higher average salary in groups B and C (see Table 12) because the majority of them are at their present position longer than non-whites. About 80% of the whites have reached their maximum salary step, compared to 46% of the non-whites. The higher average earning of whites relative to non-whites in this grouping can also be explained by the higher percent of whites in group C, the highest pay group within APSSP. The distribution of APSSP positions by race can be found in Appendix 8.

When interpreting Table 12 one should also keep in mind that the factors affecting teachers' salaries such as educational credentials, prior related experience (and Board experience in some cases) do not have the same influence on most non-teaching staff. First, there is only one salary category for each

position in most instances. There is no provision for non-teaching employees to move to a higher pay category within the same position upon upgrading their education. Secondly, as a rule, there is no additional allowances for specialist qualifications or post graduate degrees.[5] Thirdly, in some non-teaching employee groups, like the cleaners, drivers' helpers, and various trades personnel, there are no increments built into the salary category. Therefore, the first few years of Board experience does not affect salary in these positions. For other non-teaching positions that have increments within the salary category, experience in the same field outside the Board is not recognized the same way as teachers in the form of salary increments.

Average Years of Experience

On the whole, white employees tend to have worked longer than non-whites in the Board (11.3 years vs 8.9 years). (See Table 4). However, due to the absence of information about the related experience of non-teaching staff outside the Board, one cannot get a complete picture of the total experience of these employees in their field of expertise. Table 13 compares the average years of Toronto Board experience among white and non-white non-teaching staff broken down by single position or group of similar positions.

Educational Attainment and Qualifications

The existing payroll data do not include information on the educational attainment and special qualifications of non-teaching staff parallel to those of teachers. Therefore, a complete profile of non-teachers similar to that of teachers cannot be provided in this report.

Non-Teaching Non-Permanent Staff, 1987

Definition

A study of the non-permanent work force in the Toronto Board of Education is much more difficult than first anticipated. Some of the difficulties stem from the absence of a common definition for non-permanent staff in the non-teaching sector. This is because different employee groups tend to use slightly different criteria to distinguish permanent from non-permanent employees. The different terminologies (e.g. casual, occasional, non-continuing, temporary, non-benefit staff) used by the various employee groups further confuse the matter. Appendix 11 shows some examples of the different types of non-permanent, non-teaching staff in a few selected employee groups along with their benefit, vacation, and holiday entitlement.

An examination of the definitions of non-permanent staff used by the various non-teaching employee groups shows that, with the single exception of the APSSP (The Association of Professional Student Services Personnel) temporary staff, the lack of sick leave benefit seems to be the most consistent criterion in identifying non-permanent employees across the different employee groups. Therefore, for the purpose of this study, those employees in the A, B, C, D, and J paycodes with category codes indicating no sick leave entitlement are defined

as non-permanent staff along with the temporary APSSP staff. All employees in the V paycodes, which is set up solely for non-teaching temporary staff, are also included in this group. (Appendix 12 presents a description of the various paycodes used by the Board's Accounting Department).

The findings that follow are based on survey information on visible minority temporary staff provided by the administrative departments and education offices in the spring/summer of 1987.[6] Payroll data pertaining to these non-permanent employees were merged with the survey data for statistical analysis.

Characteristics

According to the payroll data from the A, B, C, D, J, and V paycodes,[7] the various administrative departments and education offices had hired approximately 450[8] non-permanent staff during the time of the survey to fill a variety of positions such as clerks, committee reporters, permit inspectors, student engineers, student caretakers, casual cafeteria works, laborers, and tradespersons for special projects[9]. However, due to the lack of information about the visible minority status of 174 occasional cleaners,[10] the data analyses have to be limited to the remaining 271 non-permanent staff in other positions being surveyed.

Among these non-benefit staff surveyed, 13 (4.8%) were identified as visible minority staff. Their sex and race compositions were ten females and three males; seven Asians, four Blacks and two "Others". They were hired as clerks/receptionists (7), social worker (1), reporter (1), co-operative student (1) tradespersons (2) and casual cafeteria worker (1) in seven departments: Student Services, Administrative Services, School Food Services, Accounting, Plant Operations Office, I.M.S. (Instructional Media Services) and Maintenance Field Division.

Table 1 reports that the average hourly pay of visible minority non-permanent staff is $12.3, compared to $13.0 earned by whites. Non-whites, in general, earn 95% of the average wage of whites. An examination of the salary distributions of Caucasians and visible minorities in the non-permanent work force indicates that the wage distributions of the two groups are quite different. (See Table 14 and Figures 8 and 9). Among whites, there is an even split in percentage between the "above average" (38.4%) and "below average" (38.4%) categories, while among non-whites, the percent in the "below average" category (53.8%) almost doubles that of the "above average" category (23.1%).

Since salary is closely tied to one's position, the difference in salary distribution of whites and non-whites must be due to the way they are distributed in the occupational structure. Unfortunately, because of the way the payroll master

file is organized, it is difficult to identify the exact position of each non-permanent staff. Therefore, a comparison of whites and non-whites by position is not possible at this time.[11]

It is also difficult to determine the cumulative years of service of the non-permanent staff in the Toronto Board of Education due to the way the payroll file is set up currently.[12] Hence no presentation on this topic is possible at the present time.

SUMMARY

The average salary gaps between white and non-white permanent staff in teaching and non-teaching at the Board level are negligible. The small discrepancies that are found across the smaller groupings of employees sometimes favour visible minorities and sometimes Caucasians depending on the ways they are distributed in the occupation structure and how recently whites and non-whites have been appointed to their present positions. In teaching, educational credentials and prior teaching experience also help to explain the slight salary differentials between whites and non-whites.

The overall distributions of whites and non-whites by salary categories are quite similar. At the Board level, there is no strong evidence of heavy concentrations of whites or non-whites in either high or low wage categories.

Non-white teaching staff, in general, have less Toronto Board experience, but more years of teaching experience in total compared to whites. Non-teaching non-white staff have fewer years of experience with the Toronto Board than their white colleagues, but information on relevant experience outside the Board is not available.

Proportionately more non-white teachers have undergraduate

degrees (in the elementary panel) and post-graduate degrees (in both panels) compared to whites. Parallel information about the qualifications of non-teachers is not available.

Representation level of non-white staff in the non-teaching occasional work force (5%) is lower than that in the permanent work force (8%). Whites on average, earn slightly more than non-whites.

CONCLUSIONS

Research Report #186 found that racial minorities are under-represented in both high and low level positions in the Toronto Board's work force relative to their presence in Metropolitan Toronto. This report, which further examines the salary structures of the Toronto Board employees by race, shows that, in general, there is no compelling evidence that non-whites are 'ghettoized' in low salary categories. Racial minorities, on the whole, are employed in a cross-section of positions at a range of salaries similar to whites.

However, this generalization about job and salary distributions of non-whites at the Board level may not apply to the smaller units of employee groups. The text has already pointed out some of those exceptions that are buried in the overall picture. Some examples are the small 'pockets' of job categories that non-whites or whites are concentrated in among the trades, Schedule II and Schedule I employee groups. This calls for a continuous monitoring of trends, and perhaps some changes in the Board's staff development and recruitment practices as well as union policies to correct those imbalance.

By tying together the findings from this report and those of Report #186 another conclusion regarding the non-white teaching staff can be made. In spite of their longer total teaching

experience and equal or higher educational credentials compared to whites they are under-represented in senior teaching positions. Further information is needed to find out if this is a result of too few non-whites applying for such positions. If this is true, why? If the answer is otherwise, the question becomes whether the target group is lacking in qualifications other than formal education, such as administrative experience or language and communication skills that may require specially designed staff development programs, creation of more acting positions or apprenticeship programs, and a re-evaluation of the job selection criteria that would give non-whites equal chance of success as whites in moving up to more senior positions.

This report has also pointed out other gaps in information about the Board's work force which would involve massive data gathering and perhaps a re-organization of the payroll files. One example is the absence of data for the educational credentials and prior external experiences of the permanent non-teaching staff. Without such knowledge, it is impossible to determine whether or not the human and intellectual resources of the Board's non-white employees are being consistently underutilized in their present positions.

Another piece of missing information is the length of time each permanent employee has worked in his/her current position and all previous position(s), if any, in the Board. By comparing

the average number of years white and non-white employees take to move from junior to senior positions, along with their educational credentials and application rates for promotion, one can get a more complete picture of whether non-whites have the same access in upward mobility as whites within the system.

The sketchy information about the non-permanent staff has also been mentioned in the text. A better documentation on them would include the kinds of non-permanent Board positions in which whites and non-whites are placed, their cumulative years of employment with the Board and their educational credentials.

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The Qualifications Evaluation Council of Ontario, The Evaluation of Teachers' Qualifications. Toronto, 1975.

Notes

1. The term "racial minority" refers to native people and people of African and Asian descent. It is used interchangeably with "visible minority", "racial/visible minority" and "non-white" in this report. Also see Appendix 1 for a detailed breakdown of the racial minority categories.

2. Some university trained staff hold more than one bachelor degree. The most common combination is B.A. and B.Ed.

3. The Elementary School Principal Certificate and Secondary School Principal Certificate are now replaced by the Principal's Courses, Part 1 (Program Development and Implementation) and Part 2 (Program Supervision and Assessment).

4. This measure is not useful in explaining wage disparity once the tenure required to advance to the maximum salary step is reached by both whites and non-whites.

5. The APSSP group is one exception. Psychologists with Ph.D. are entitled to an additional increment in group "C".

6. Since this is a pilot attempt to study the temporary work force, comparable information about non-permanent staff in the schools (e.g. occasional teachers, paraprofessionals, Heritage Language instructors) was not requested from the school principals for this survey.

7. Workers in the V paycode who also appeared as permanent employees in other regular paycodes were pulled out from the occasional staff population. One example are psychologists in the J paycode who already have permanent part-time appointment with Student Services. They receive extra cheques from the V paycode when filling in for other permanent staff on maternity leave or extended leave.

8. This number does not include those who work for the Board on a freelance basis (e.g. consultants). These type of workers do not appear in any paycodes; they simply invoice the Board for their services.

9. In a previous research report (#186), the term 'permanent staff' was used interchangeably with 'benefit staff.' Probationary staff were considered as permanent staff because they do receive some benefits. In this report, non-permanent staff is defined as employees who do not receive sick leave benefits, (with the exception of the APSSP temporary staff). However, due to the unique situation of the probationary staff in the Maintenance field division, that entitles them to partial

9. In a previous research report (#186), the term 'permanent staff' was used interchangeably with 'benefit staff.' Probationary staff were considered as permanent staff because they do receive some benefits. In this report, non-permanent staff is defined as employees who do not receive sick leave benefits, (with the exception of the APSSP temporary staff). However, due to the unique situation of the probationary staff in the Maintenance field division, that entitles them to partial holiday and vacation credits similar to those of the permanent staff, but no sick leave, they seem to fit in both definitions of permanent staff in Report #186 and occasional staff, in this report. After consultation with the Maintenance department, the author decided that the probationary field personnel are more similar to the occasional than the permanent staff; hence they are included in this report as occasional staff. This involves a reclassification of 90 trades and 36 non-trades personnel, and among them, two visible minority tradesmen.

10. It came to light at the data analysis stage that Plant Operations department had not covered the occasional cleaners when filling out the survey form. The author decided not to pursue the missing information because it would require that over a hundred chief caretakers in individual schools recall the visible minority status of all their previous occasional staff hired during the time of the survey. The tendency to produce inaccurate information due to a time lapse of a few months, worsened by the high turnover rate of the occasional cleaners, does not seem to make the effort worthwhile.

11. Information on specific positions is not available for all occasional staff. For instance, in paycode A, most occasional staff are coded as 'hourly rate staff' or 'daily rate staff' in the 'position' data field. 'Daily rate' and 'hourly rate' positions cover a wide gamut of positions that have a wide range in salaries. The author was able to identify the positions of the non-white occasional staff easily only because this information was requested on the survey form.

12. In order to find out the cumulative experience of temporary employees, information on the first hiring date, as well as subsequent rehiring and termination dates is necessary.

TABLE 1

AVERAGE SALARIES OF WHITE AND NON-WHITE EMPLOYEES IN THE TORONTO BOARD OF EDUCATION, 1987

	White		Non-White		Proportion of Non-White to White Salary
	Annual* Rate	Hourly Rate	Annual* Rate	Hourly Rate	
Permanent**					
Teaching	$45,687 (N=4198)	NA	$46,040 (N=405)	NA	1.01
Non-Teaching	$26,309 (N=3203)	$14.4	$26,857 (N=236)	$14.7	1.02
Non-Permanent					
Non-Teaching	$23,751 (N=258)	$13.0	$22,472 (N=13)	$12.3	.95

*Annual salaries for some employee groups (e.g. tradesmen, cafeteria workers) in non-teaching are difficult to determine because of the seasonal nature of those jobs. The annual rates for the non-teaching permanent and non-permanent staff in this table have been artificially prorated from the hourly rates based on a 12 month (261 work days), 7 hour work day for the benefit of those readers who can identify with the annual rates more readily than the hourly rates.

**Staff who were on maternity leave, infant care leave and other kinds of no-pay leaves during the time of the survey are not included in this table.

TABLE 2

DISTRIBUTION OF PERMANENT TEACHING STAFF
BY RACE AND SALARY CATEGORY, 1987

Annual Salary	White			Non-White		
	Number	Per Cent		Number	Per Cent	
Less than $30,000	112	2.7	20.0	7	1.7	14.8
$30,000-$39,999	727	17.3		53	13.1	
$40,000-$49,999	1919	45.7		221	54.6	
$50,000-$59,999	1317	31.4	34.3	121	29.9	30.6
$60,000 and above	123	2.9		3	0.7	
Total	4198	100.0		405	100.0	

☐ This is the category where the average salary for permanent teaching staff falls.

TABLE 3

AVERAGE ANNUAL SALARIES OF TEACHING STAFF BY POSITION AND RACE, 1987

Position	White		Non-White		Proportion of Non-White to White Salary
	No.	Average Annual Salary	No.	Average Annual Salary	
Elementary					
Principal/VP	184	$ 57,038	9	$ 55,087	.97
Teachers	2070	42,062	207	44,062	1.05
Secondary					
Principal/VP	80	62,537	5	60,915	.97
Dept. Hd./Asst. Hd.	556	49,996	35	49,525	.99
Teachers	1308	46,978	149	46,923	1.00

Note: The salaries reported have been adjusted to full salaries for employees who were in the four-over-five plan (80% pay), on sabbatical leave (80% pay) and on part-time during 1987. Staff who were on maternity leave, infant care leave and other kinds of no-pay leaves are not included in this table.

TABLE 4

AVERAGE YEARS OF EXPERIENCE OF ALL PERMANENT STAFF, 1987

Type of Experience	White (N=4238)	Non-White (N=395)
Teaching Staff		
In Toronto Board of Ed.	16.4 years	15.2 years
In Metro	0.3	0.2
In Ontario	0.4	0.2
In Other Locations	1.0	3.9
Total	18.1	19.5
Non-teaching Staff	**White (N=3271)**	**Non-White (N=242)**
In Toronto Board of Ed.	11.3 years	8.9 years

TABLE 5

AVERAGE YEARS OF TEACHING EXPERIENCES OF THE ELEMENTARY SCHOOL STAFF, 1987

Type of Experience	White (N=183)	Non-White (N=9)
Principal/VP		
In Toronto Board of Ed.	25.5 years	22.1 years
In Metro	.1	.3
In Ontario	.3	.0
In Other Locations	.2	4.0
Total	26.0	26.4
	White (N=2097)	**Non-White (N=200)**
Teachers		
In Toronto Board of Ed.	16.5 years	16.4 years
In Metro	0.3	0.1
In Ontario	0.7	0.4
In Other Locations	0.7	3.9
Total	18.2	20.8

TABLE 6

AVERAGE YEARS OF TEACHING EXPERIENCES OF THE SECONDARY STAFF, 1987

Type of Experience	White (N=78)	Non-White (N=5)
Principal/VP		
In Toronto Board of Ed.	23.6 years	16.4 years
In Metro	.2	.3
In Ontario	0	0
In Other Locations	1.2	5.1
Total	25.1	21.8
	White (N=556)	**Non-White (N=35)**
Dept. Hd./Asst. Hd.		
In Toronto Board of Ed.	19.2 years	17.6 years
In Metro	.3	.5
In Ontario	0	0
In Other Locations	1.0	3.2
Total	20.5	21.3
	White (N=1324)	**Non-White (N=146)**
Teachers		
In Toronto Board of Ed.	13.5 years	12.6 years
In Metro	.4	.3
In Ontario	0	0
In Other Locations	1.5	4.0
Total	15.4	16.8

TABLE 7

EDUCATIONAL ATTAINMENT OF TEACHING STAFF, 1987

Educational Attainment	White		Non-White	
	Number	Per Cent	Number	Per Cent
Elementary School				
Without Degree	496	21.5	34	15.2
With Degree	1807	78.5	189	84.8
Total	2303	100.0	223	100.0
Secondary School				
Without Degree	141	7.1	15	7.8
With Degree	1839	92.9	178	92.2
Total	1980	100.0	193	100.0

TABLE 8

UNIVERSITY DEGREES HELD BY TEACHING STAFF, 1987

Type of Degree	White (n=1807)		Non-White (n=189)	
Elementary School Staff	Number of Degrees	Degree Per Staff	Number of Degrees	Degree Per Staff
Baccalaureate	2282	1.26	228	1.21
Master's	406	.22	62	.33
Doctorate	10	.005	2	.011
Total	2698	1.49	292	1.54
	White (n=1839)		Non-White (n=178)	
Secondary School Staff	Number of Degrees	Degree Per Staff	Number of Degrees	Degree Per Staff
Baccalaureate	2695	1.46	259	1.45
Master's	536	.29	81	.45
Doctorate	14	.008	5	.028
Total	3245	1.76	345	1.94

Note: The Salary History File for teaching staff records a maximum of four university degree per staff. Some staff have more than one degree at the undergraduate and/or graduate level(s). Therefore the number of degrees is greater than the total number of staff.

TABLE 9

MINISTRY QUALIFICATIONS HELD BY ELEMENTARY SCHOOL TEACHING STAFF IN ADDITION TO THEIR BASIC QUALIFICATIONS, 1987

Additional Qualifications	White (N=2290) Number	White (N=2290) Per Cent	Non-White (N=223) Number	Non-White (N=223) Per Cent
Honours Specialist	3	1.4	0	0
Three-Part Specialist				
Part 1	1893	82.7	156	70.0
Part 2 (incl. Part 1)	826	36.1	70	31.4
Specialist (incl. Parts 1 & 2)	1316	57.5	150	67.3
Principal's Qualifications				
Principal's Course, Part 1	51	2.2	3	1.3
Principal's Course, Parts 2 (incl. Part 1)	175	7.6	24	10.8
Elem./Sec. School Principal's Cert.*	123	5.4	5	2.2
Supervisory Officer's Certificate	10	.4	2	.9
Other Qualifications**	481	21.0	35	15.7
TOTAL	4908	-	445	-
Qualifications per staff	2.14	-	2.00	-

* This kind of certificate has become outdated and is now replaced by Principal's course, Part 1 (Program Development and Implementation) and Part 2 (Program Supervision and Assessment).

** This category includes one- or two-part Ministry courses e.g Childhood Education, Integrated Studies.

Note: The Salary History File for teaching staff records a maximum of six certificates per staff. For certifictes that have more than one part, only the higher qualification is recorded. E.g. if a teacher has both parts 1 and 2 qualifications, only part 2 is recorded.

TABLE 10

MINISTRY QUALIFICATIONS HELD BY SECONDARY SCHOOL TEACHING STAFF IN ADDITION TO THEIR BASIC QUALIFICATIONS, 1987

Additional Qualifications	White (N=1980) Number	White (N=1980) Per Cent	Non-White (N=193) Number	Non-White (N=193) Per Cent
Honours Specialist	1376	69.5	108	56.0
Three-Part Specialist				
Part 1	710	35.9	83	43.0
Part 2 (incl. Part 1)	409	20.7	37	19.2
Specialist (incl. Parts 1 & 2)	911	46.0	125	64.8
Principal's Qualifications				
Principal's Course, Part 1	102	5.1	24	12.4
Principal's Course, Parts 2 (incl. Part 1)	149	7.5	28	14.5
Elem./Sec. Sch. Princpal's Certificate*	94	4.7	2	1.0
Supervisory Officer's Cert.	19	1.0	0	0
Other Qualifications**	52	2.6	5	2.6
TOTAL	3822	-	412	-
Qualifications per staff	1.93	-	2.13	-

* This kind of certificate has become outdated and is now replaced by Principal's course, Part 1 (Program Development and Implementation) and Part 2 (Program Supervision and Assessment).

** This category includes one- or two-part Ministry courses eg. Childhood Education, Integrated Studies.

Note: The Salary History File for teaching staff records a maximum of six certificates per staff. For certificates that have more than one parts, only the higher qualification is recorded. E.g. if a teacher has both parts 1 and 2 qualifications, only part 2 is recorded.

TABLE 11

DISTRIBUTION OF NON-TEACHING PERMANENT STAFF
BY RACE AND SALARY CATEGORY, 1987

Hourly Rate	White			Non-White		
	Number	Per Cent		Number	Per Cent	
Less than $10 (Less than $18270)*	398	12.4		36	15.2	
$10 - $14.99 ($18270-$27399)*	1937	60.5		134	56.8	
$15 - $19.99 ($27400-$36539)*	536	16.7		24	10.2	
$20 - $24.99 ($36540-$45679)*	122	3.8		17	7.2	
$25 - $29.99) ($45680-$54809)*	37	1.2	27.1	12	5.1	28.0
$30 - $34.99 ($54810-$63939)*	131	4.1		10	4.2	
$35 - $44.99 ($63940-$82197)*	34	1.1		3	1.3	
$45 and above (Over $82197)*	8	0.2		0	0	
Total	3203	100.0		236	100.0	

* The hourly rate is prorated to annual salary, based on a 12 month (261 work days), 7 hour work day.

☐ This is the category where the average salary for permanent non-teaching staff falls.

TABLE 12

AVERAGE SALARIES OF NON-TEACHING STAFF BY EMPLOYEE GROUP AND RACE, 1987

Position	White			Non-White			Proportion of Non-White to White Hourly Rate
	No.	Av.Hourly Rate	Av.Annual Salary	No.	Av.Hourly Rate	Av.Annual Salary	
Schedule II							
Levels 13-16	32	$45.6	$83346	3	$42.1	$76980	.92
Levels 7-12	60	31.1	56654	6	29.7	54330	.95
Levels 1-6	99	21.1	38509	10	21.3	38907	1.01
Schedule I (CUPE 1325)							
Clerk (Gr 1-3)	51	10.6	19286	12	10.5	19151	.99
Clerk (Gr 4-5)[1]	221	13.4	24458	32	13.5	24781	1.01
Clerk (Gr 6-7)	32	17.1	31139	4	17.1	31296	1.00
School Coma. Adv.	18	19.4	29464	5	18.7	28376	.96
Technical Staff[2]	31	20.1	36774	9	21.6	39478	1.07
APSSP[3]							
Groups 'A' & 'D'	13	23.7	33915	4	25.1	35909	1.05
Groups 'B' & 'C'	82	32.4	46254	13	30.4	43413	.94
Elem. Sch. Secretary (CUPE 1326)	197	12.5	18967	9	12.1	18459	.97
Secondary Sch. Secretary	187	12.3	20671	7	11.7	19677	.95
Educational Asst. (CUPE 3111)	584	9.7	12667	61	9.6	12467	.99
Health Care Asst. (Sched. III)[4]	14	11.5	17523	3	11.3	17195	.98
Maintenance[5]							
Non-trades	80	12.3	NA	3	12.2	NA	.99
Trades	389	18.0	NA	8	17.0	NA	.94
Plant Operations							
Chief caretaker (CUPE 63)	130	14.9	NA	3	14.8	NA	.99
Stationery engineer (CUPE 63)	93	13.2	NA	12	13.5	NA	1.02
Caretaker[6] (CUPE 134)	602	12.1	NA	24	12.1	NA	1.00
Food Services							
Cafeteria worker (CUPE 134)	85	8.2	NA	3	8.3	NA	1.01
Sr. Cook/manager[7]	24	9.8	NA	3	10.2	NA	1.04

Note: The conversion foraulae fros hourly rate to annual rate vary aaong the groups because the work conditions in the various employee groups or bargaining units are different. Groups that have no non-whites, such as the co-ordinators and therapists, are excluded in the table.

[1]This group includes the supply clerks and receivers as well.
[2]This category includes computer programmers, system analysts, draftspersons and librarians.
[3]See Appendix 8 for the definitions of groups A, B, C, and D.
[4]Other groups within Schedule III e.g. lifeguards, swim instructors and administrative assistants are not included because there is only one non-white aaong thes which can create probleas in interpreting average salary.
[5]See Appendix 9 for the detailed breakdown of positions.
[6]This group includes matrons, cleaners and head cleaners.
[7]Senior cooks belong to CUPE 134, while the food services aanagers belong to Schedule III.

TABLE 13

AVERAGE YEARS OF EXPERIENCE OF NON-TEACHING STAFF BY RACE, 1987

Position	White		Non-White	
	Number	Av. Yr.of Board Exp.	Number	Av. Yr. of Board Exp.
Schedule II				
Levels 13-16	32	25.9	3	6.0
Levels 7-12	60	15.5	6	18.3
Levels 1-6	100	20.3	10	9.7
Schedule I (CUPE 1325)				
Clerk (Gr 1-3)	51	4.5	12	4.7
Clerk (Gr 4-5)[1]	228	10.6	33	10.7
Clerk (Gr 6-7)	33	22.1	4	19.5
School Comm. Adv.	19	6.4	5	3.4
Technical staff[2]	24	21.2	8	12.1
APSSP[3]				
Groups 'A' & 'D'	14	9.9	4	13.2
Groups 'B' & 'C'	85	12.0	13	9.6
Elem. Sch. Secretary (CUPE 1316)	198	11.2	9	10.4
Secondary Sch. Secretary	193	10.0	7	11.7
Educational Assistant (CUPE 3111)	598	6.3	64	6.5
Health Care Asst. (Sched.III)[4]	16	8.9	3	2.0
Maintenance[5]				
Non-trades	80	15.4	3	18.7
Trades	393	13.1	8	8.9
Plant Operations				
Chief caretaker (CUPE 63)	130	22.1	3	14.7
Stationery engineer (CUPE 63)	94	11.7	13	8.0
Caretaker[6] (CUPE 134)	615	10.7	25	8.6
Food Services				
Cafeteria worker	88	7.8	3	7.7
Sr. Cook/Manager[7]	26	13.5	3	8.7

[1]This group includes the supply clerks and receivers as well.
[2]This category includes computer programmers, draftspersons and librarians.
[3]See Appendix 8 for the definitions of groups A, B, C, D.
[4]Other groups within Schedule III e.g. lifeguards, swim instructors and administrative assistants are not included because there is only one non-white among them which can create problems in interpreting average salary.
[5]See Appendix 9 for the detailed breakdown of positions.
[6]This group includes matrons, cleaners and head cleaners.
[7]Senior cooks belong to CUPE 134, while the food services managers belong to Schedule III.

TABLE 14

DISTRIBUTION OF NON-PERMANENT NON-TEACHING STAFF BY RACE AND SALARY CATEGORY, 1987

Hourly Rate	White			Non-White		
	Number	Per Cent		Number	Per Cent	
Less than $10	99	38.4		7	53.8	
$10 to $14.99	60	23.2		3	23.1	
$15 to $19.99	89	34.5	38.4	2	15.4	23.1
$20 and above	10	3.9		1	7.7	
Total	258	100		13	100	

☐ This is the category where the average salary for occasional non-teaching staff falls.

Figure 1

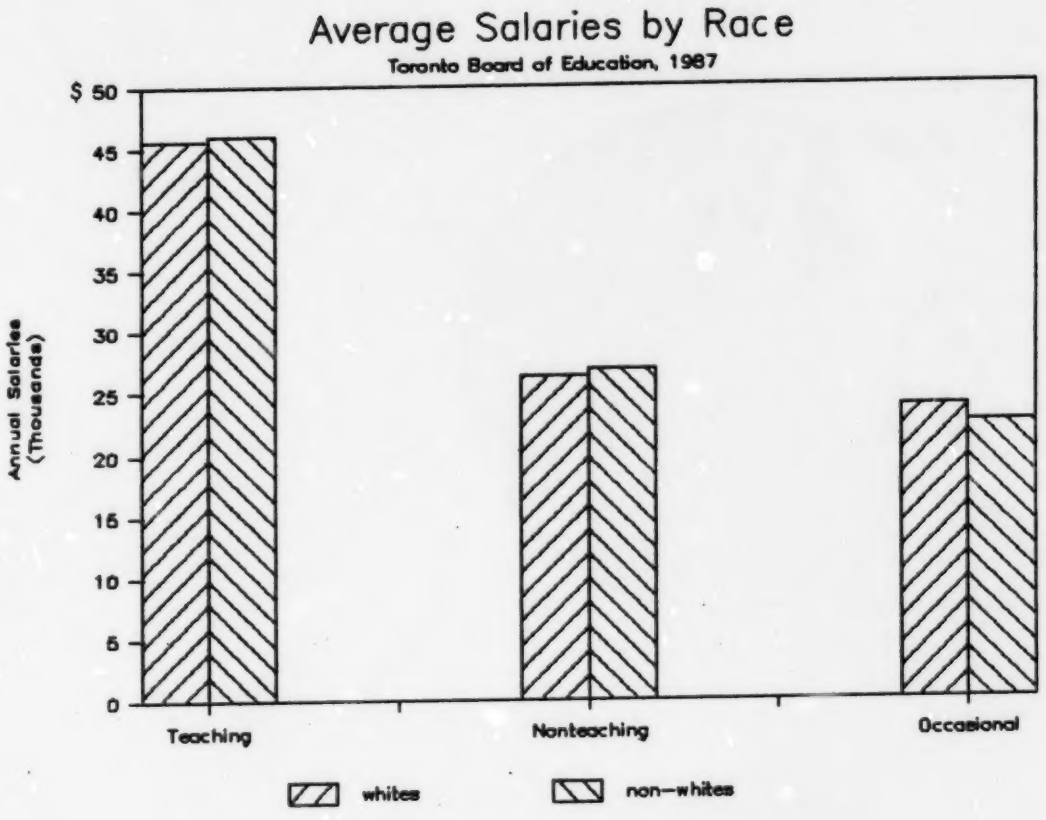

Average Salaries by Race
Toronto Board of Education, 1987
$ 50
45
40
35
30
25
20
15
10
5
0
Annual Salaries (Thousands)
Teaching
Nonteaching
Occasional
whites
non-whites

Figure 2

Distribution by Salary

White Teaching Staff, 1987

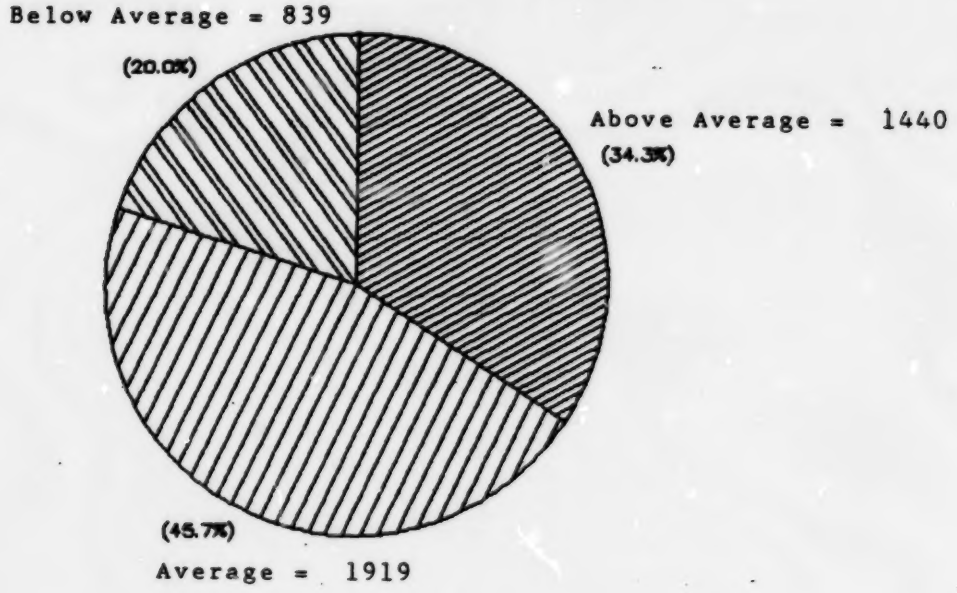


Figure 3

Distribution by Salary

Non-White Teaching Staff, 1987

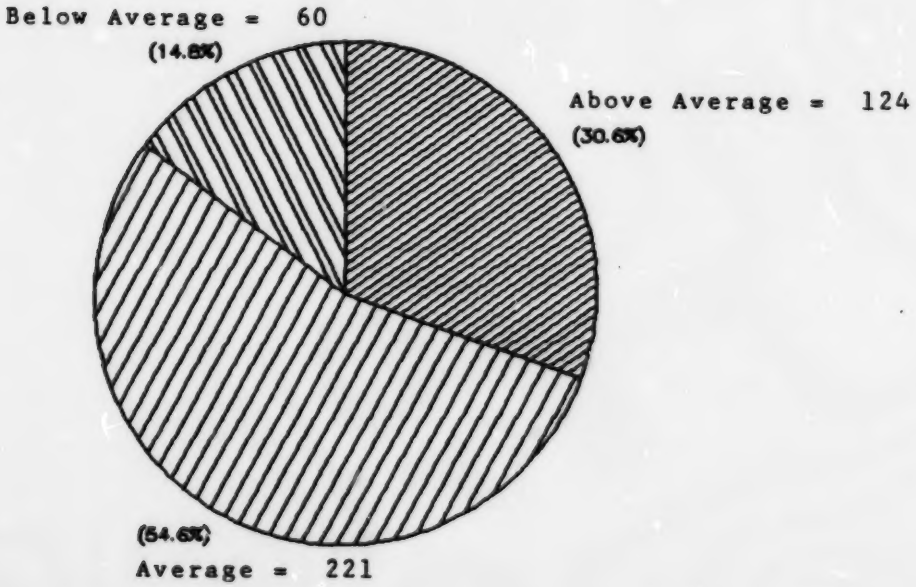


Figure 4

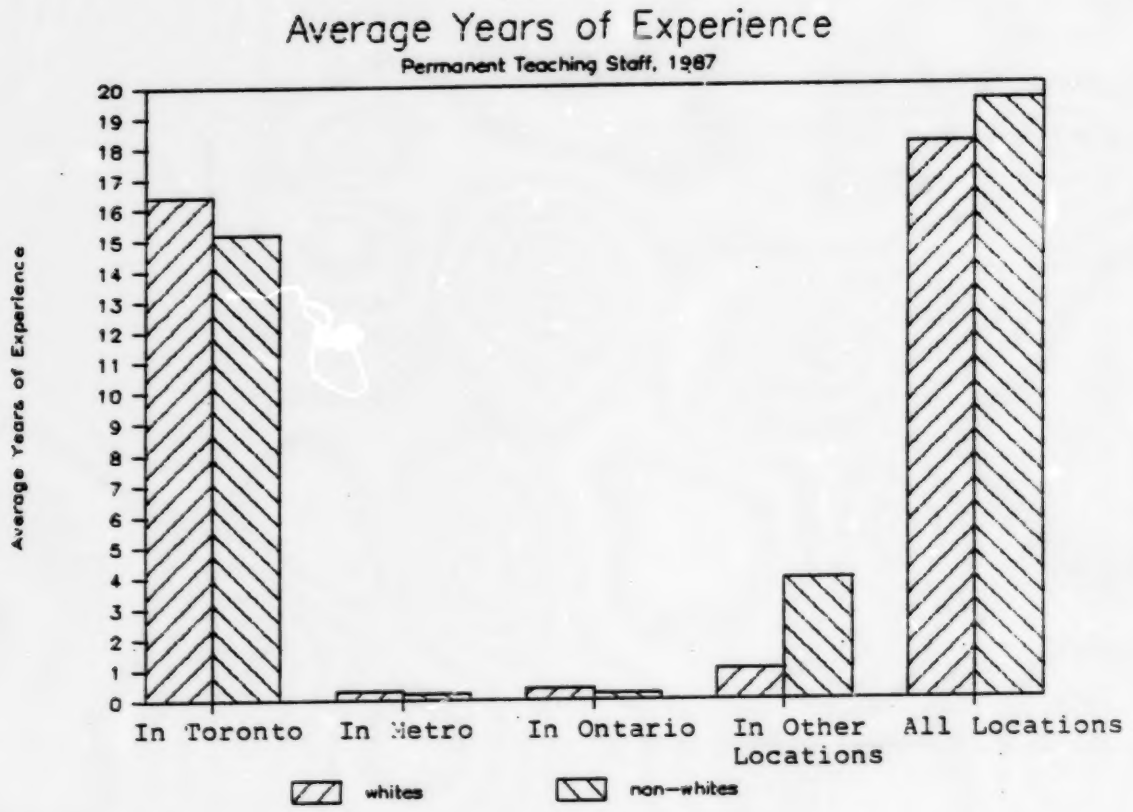

Average Years of Experience
Permanent Teaching Staff, 1987
Average Years of Experience
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
In Toronto
In Metro
In Ontario
In Other Locations
All Locations
whites
non-whites

Figure 5

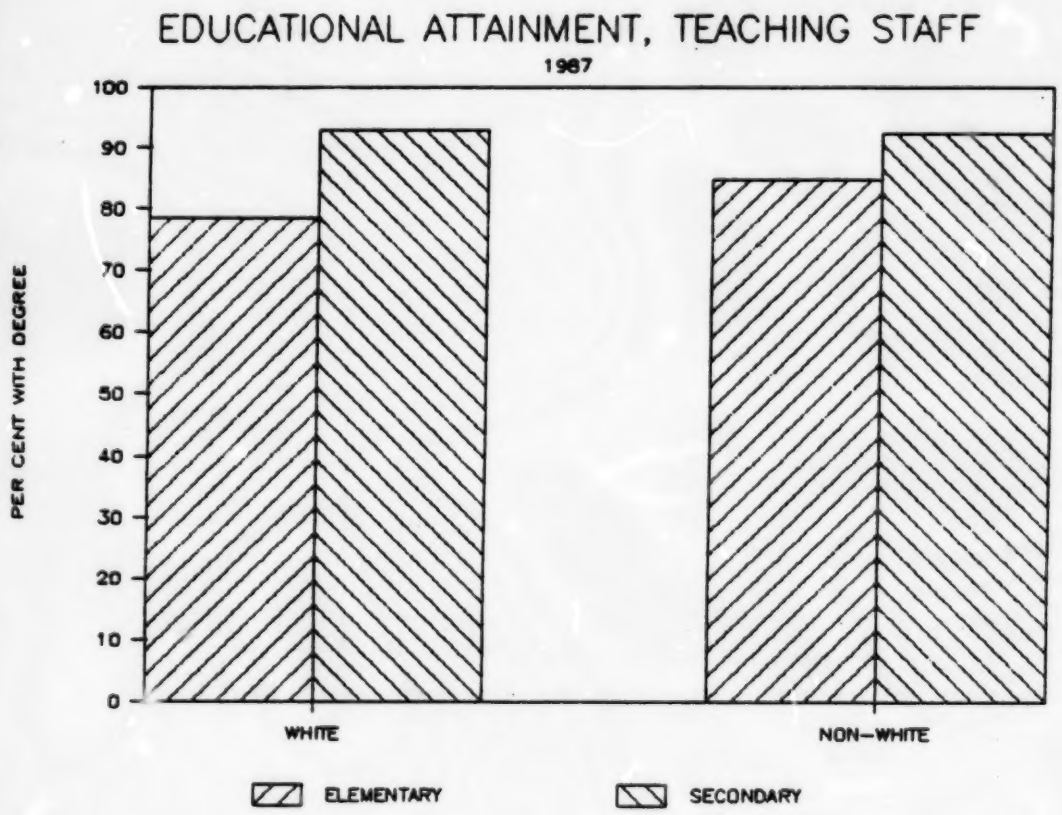

EDUCATIONAL ATTAINMENT, TEACHING STAFF
1987
PER CENT WITH DEGREE
100
90
80
70
60
50
40
30
20
10
0
WHITE
NON-WHITE
ELEMENTARY
SECONDARY

Figure 6

Distribution by Salary

White Non-Teaching Staff, 1987

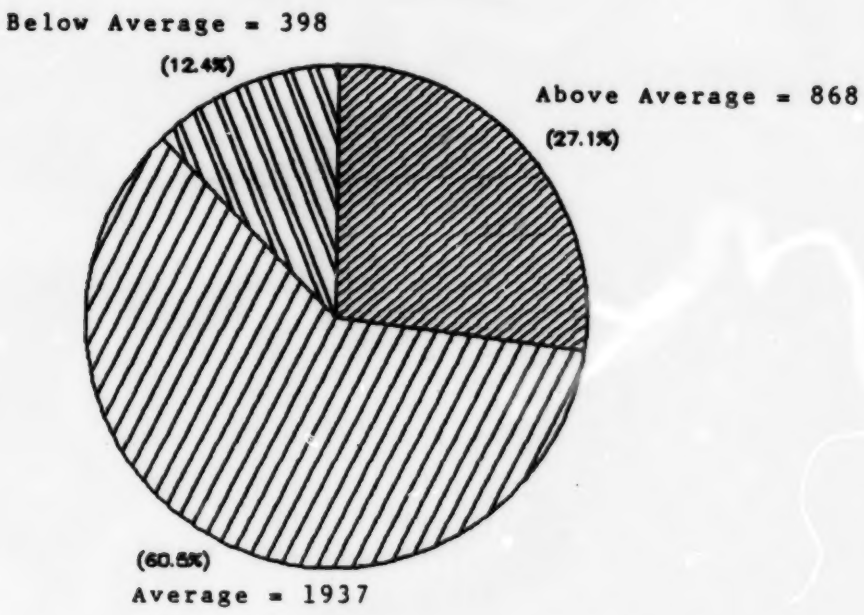


Figure 7

Distribution by Salary

Non-White Non-Teaching Staff, 1987

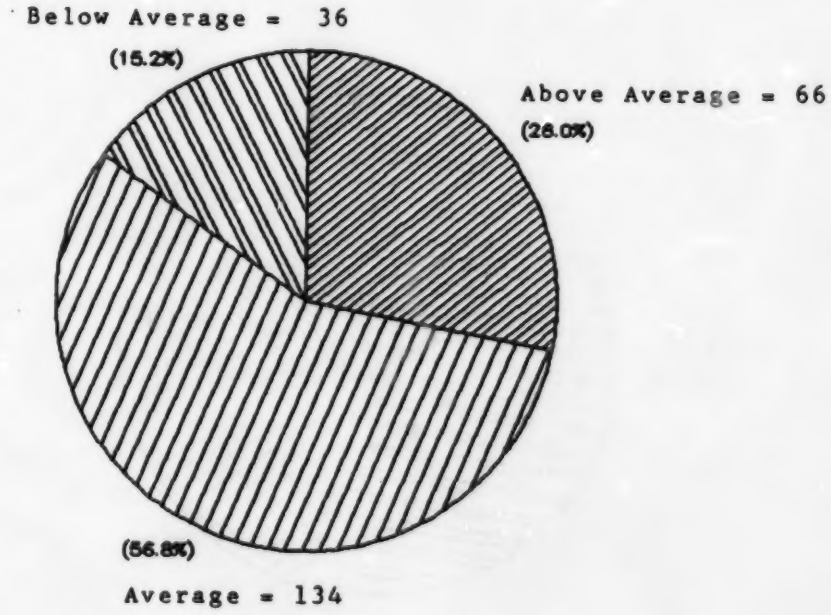


Figure 8
Distribution by Salary
White Occasional Staff, 1987

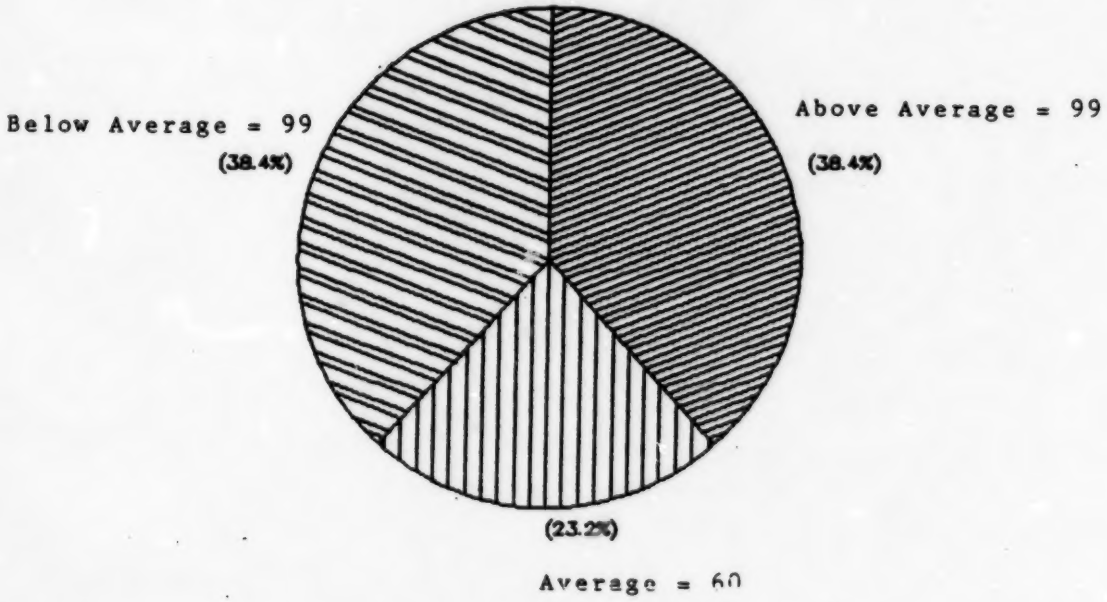
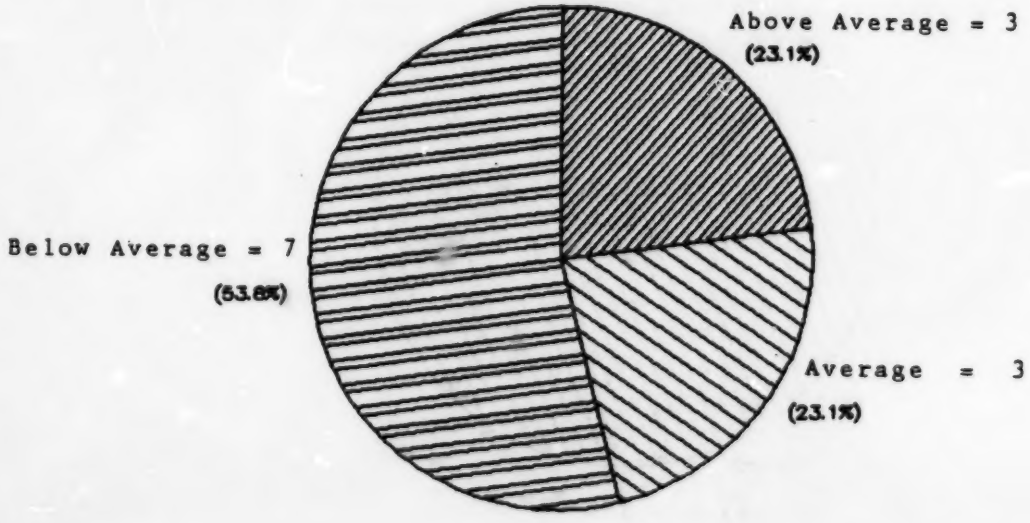


Figure 9
Distribution by Salary
Non-White Occasional Staff, 1987



A P P E N D I X 1

TORONTO BOARD OF EDUCATION

SURVEY OF VISIBLE/RACIAL MINORITY EMPLOYEES

IN THE SCHOOLS

1987

To: Principals of elementary and secondary schools.

Purpose of the Survey:

In 1982, the Toronto Board of Education undertook its first survey of the racial/ethnic composition of its staff. The Personnel Division has been asked to update the information then collected and also to carry out research into the composition of Board personnel to identify trends or problem areas. We need this kind of information to monitor and measure the success of our Equal Opportunity programs. The present survey is being conducted by the Personnel Division in cooperation with the Research Section and the Race Relations Advisor. Information provided herein will be treated with complete confidence. You will, of course, receive the report based on the analysis of the data collected.

Thank you for your cooperation.

HELEN I. SISSONS
ASSOCIATE DIRECTOR OF
EDUCATION - PERSONNEL

Instructions

1. Please write down the names of all the staff in your school who can be identified as members of the visible/racial minorities. Exclude the caretaking and cafeteria staff, student employees, and occasional (non-benefit, non-regular) staff. Include everyone else on staff, including those regular staff who are on leave of absence or probation, and including educational assistants.

2. Please use the following categories to describe your visible/racial minority staff. The categories were selected to describe visible/racial characteristics, rather than birthplace and/or cultural background. For example, the South Asian category can include people whose origin is East Indian or Pakistani, but who may be born in Canada, the Caribbean, Africa, the United Kingdom, or elsewhere.

   1) Black (specify, if possible: e.g. African, Afro-Canadian, Caribbean, etc.)
   2) Native Canadian Indian, Inuit or Metis.
   3) East Asian descent (specify, if possible: e.g. Chinese, Japanese, Korean, etc.)
   4) South Asian descent (specify, if possible: e.g. East Indian, Pakistani, etc.)
   5) South-east Asian descent (specify, if possible: e.g. Filipino, Laotian, Malaysian, Vietnamese, etc.)
   6) Other; please specify. (Include people of mixed heritage.)

   If you are not sure of an employee's racial identity, please ask the employee to self-identify her/himself.

3. Please return the completed survey to Research Services at the Board no later than , 1987.

If you have any questions or need assistance, please call:

Alok Mukherjee, Race Relations - 591-8213
Maisy Cheng, Research Services - 591-8287
Suzanne Ziegler, Research Services - 591-8287

Survey Form

School: _____

Total Number of visible/racial minority employees: _____

Total Number of all employees: _____

Name of Visible/Racial Minority Employee	Sex	Race	Position

Feel free to make as many copies of this sheet as you need.

A P P E N D I X 2

TORONTO BOARD OF EDUCATION

SURVEY OF VISIBLE/RACIAL MINORITY EMPLOYEES

IN THE EDUCATION CENTRE AND

IN THE EDUCATION OFFICES (NORTH, EAST, WEST AND CENTRAL)

1987

To: School Superintendents and administrative department heads:

Purpose of the Survey:

In 1982, the Toronto Board of Education undertook its first survey of the racial/ethnic composition of its staff. The Personnel Division has been asked to update the information then collected and also to carry out research into the composition of Board personnel to identify trends or problem areas. We need this kind of information to monitor and measure the success of our Equal Opportunity programs. The present survey is being conducted by the Personnel Division in cooperation with the Research Section and the Race Relations Advisor. Information provided herein will be treated with complete confidence. You will, of course, receive the report based on the analysis of the data collected.

Thank you for your cooperation.

HELEN I. SISSONS
ASSOCIATE DIRECTOR OF
EDUCATION - PERSONNEL

Instructions

1. Please write down the names of all the staff in your office who can be identified as members of the visible/racial minorities. Include both your permanent and occasional (non-benefit, non-regular) full time and part time employees, office and field staff, as well as staff who are on leave of absence.

2. Please use the following categories to describe your visible/racial minority staff. The categories were selected to describe visible/racial characteristics, rather than birthplace and/or cultural background. For example, the South Asian category can include people whose origin is East Indian or Pakistani, but who may be born in Canada, the Caribbean, Africa, the United Kingdom, or elsewhere.

   1) Black (specify, if possible: e.g. African, Afro-Canadian, Caribbean, etc.)
   2) Native Canadian Indian, Inuit or Metis.
   3) East Asian descent (specify, if possible: e.g. Chinese, Japanese, Korean, etc.)
   4) South Asian descent (specify, if possible: e.g. East Indian, Pakistani, etc.)
   5) South-east Asian descent (specify, if possible: e.g. Filipino, Laotian, Malaysian, Vietnamese, etc.)
   6) Other; please specify. (Include people of mixed heritage.)

   If you are not sure of an employee's racial identity, please ask the employee to self-identify her/himself.

3. Please return the completed survey to Research Services at the Board no later than , 1987.

If you have any questions or need assistance, please call:

Alok Mukherjee, Race Relations - 591-8213
Maisy Cheng, Research Services - 591-8287
Suzanne Ziegler, Research Services - 591-8287

Survey Form

Department or Education Office: _____

Total Number of visible/racial minority employees: _____

Total Number of all employees: _____

Name of Visible/Racial Minority Employee	Sex	Race	Position

Feel free to make as many copies of this sheet as you need.

APPENDIX 3

INITIAL AND ADDITIONAL BASIC ONTARIO TEACHING QUALIFICATIONS HELD BY ELEMENTARY TEACHING STAFF, 1987

Basic Qualifications	White (N=2290)		Non-White (N=223)	
	Number	Per Cent	Number	Per Cent
Primary	27	1.2	1	0.4
Junior	21	0.9	2	0.9
Intermediate	15	0.7	-	-
Senior	5	0.2	2	0.9
P J I Elem (non-degree)	421	18.4	37	16.6
Pr Jr Int (degree)	1607	70.2	162	72.6
Pr Jr	53	2.3	2	0.9
Jr Inter	46	2.0	1	0.4
Inter Sr	142	6.2	8	3.6
Primaire	0	0	1	0.4
Intermediaire	2	0.1	-	-
Pr Moy Int Elem (French, non-degree)	1	a	-	-
Pr Moy Int (French, degree)	16	0.7	-	-
Pr MOY	9	0.4	-	-
Moy Intermediaire	2	0.1	-	-
Intermediaire Superieur	0	0	1	0.4
Technological Studies	31	1.3	2	0.9
H.S.A. (A)	51	2.2	5	2.2
H.S.A. (B)	19	0.8	3	1.3
H.S.A.	8	0.3	3	1.3
No information for staff with Honours Specialist qualifications*	33	1.4	0	0
TOTAL	2509		230	
Qualifications per staff	1.10		1.03	

* If a teacher has both an Inter Sr (or Sr) and Honours Specialist qualifications, only the higher qualification (Honour Specialist) is kept, and the basic qualification (Inter Sr or Sr) is dropped for the computer file. The Honours Specialist qualifications for elementary teachers are also presented in Table 9 as a category of additional qualifications.

a Less than 0.1%

APPENDIX 4

INITIAL AND ADDITIONAL BASIC ONTARIO TEACHING QUALIFICATIONS HELD BY SECONDARY TEACHING STAFF, 1987

Basic Qualifications	White (N=1980)		Non-White (N=193)	
	Number	Per Cent	Number	Per Cent
Primary	8	0.4	2	1.0
Junior	45	2.3	7	3.6
Intermediate	24	1.2	2	1.0
Senior	73	3.7	6	3.1
P J I Elem (non-degree)	36	1.8	3	1.5
Pr Jr Int Elem (degree)	254	12.8	30	15.5
Pr Jr	3	0.1	-	-
Jr Inter	13	0.6	2	1.0
Inter Sr	625	31.6	81	42.0
Intermediaire	3	0.1	-	-
Moy Intermediaire	1	a	-	-
Pr Moy Int Elem (French, non-degree)	1	a	-	-
Pr Moy Int (French, degree)	2	0.1	-	-
Intermediaire Superieur	3	0.1	2	1.0
Technological Studies	96	4.8	13	6.7
H.S.A. (A)	90	4.5	13	6.7
No information for staff with Honour Specialist qualifications*	1376	69.5	108	56.0
TOTAL	2653		269	
Qualifications per staff	1.34		1.39	

* If a teacher has both an Inter Sr (or Sr) and Honours Specialist qualifications, only the higher qualification (Honours Specialist) is kept and the basic qualification (Inter Sr or Sr) is dropped from the computer file. The Honours Specialist qualifications for secondary school teachers are also presented in Table 10 as a category of additional qualifications.

a Less than 0.1%

A P P E N D I X 5

SCHEDULE II EMPLOYEES BY LEVEL AND RACE 1987

Level	White		Non-White		Total
	Number	Percent Per Position	Number	Percent Per Position	
1	1	100.0	0	0	1
2	12	92.3	1	7.7	13
3	10	90.9	1	9.1	11
4	12	75.0	4	25.0	16
5	39	97.5	1	2.5	40
6	26	89.7	3	10.3	29
7	16	88.9	2	11.1	18
8	11	84.6	2	15.4	13
9	23	92.0	2	8.0	25
10	3	100.0	0	0	3
11	5	100.0	0	0	5
12	2	100.0	0	0	2
13	24	88.9	3	11.1	27
14	4	100.0	0	0	4
15	3	100.0	0	0	3
16	1	100.0	0	0	1
Total	192	91.0	19	9.0	211

Note: Permanent staff in the McCaul Street Public School and College Street Secondary School are not included in this table.

The 1987 annual salary for schedule II positions ranged from $23,415 (minimum step, Level I) to $99,037 (maximum step, Level 16). There are four increments at each level.

Appendix 6

SCHEDULE II POSITIONS

Level 1	Sports Organizer - Curriculum
Level 2	Supervisor - School Food Services (10 month) Supervisor - Printing - Administrative Services Committee Reporter - Administrative Services E.M.S. Operator/Programmer - Plant Operations Personnel Assistant Negotiations Officer Workers' Compensation Specialist - Personnel Administrative Officer - Education Offices
Level 3	Accounting Supervisor - Accounts Payable Purchasing Officer Supervisor of Stores - Purchasing Telephone Systems Officer - Computer Services Assistant Manager - Staffing - Maintenance Office and Staffing Co-ordinator - Plant Operations Inner City/A.B.C. Liaison Advisor - Curriculum Administrative Assistant/Office Supervisor - Curriculum Administrative Assistant/Office Supervisor - Special Education Administrative Assistant/Office Supervisor - Student Services Assistant Occupational Health and Safety Officer Student Program Worker - Equal Opportunity (10 month)
Level 4	Assistant Administrator - School Food Services Assistant Accounting Supervisor - Payroll Supervisor - Cataloguing - Library Assistant Manager - Reference Section - Library Research Officers - Library Manager - Administrative Services Information Officer - Administrative Services Committee Officer - Administrative Services Assistant Manager - Work Order - Maintenance Assistant Manager - Budget - Maintenance Budget, Cost Control and Agreements Supervisor - Plant Operations Administrative Officer - Community Use of Schools - Plant Operations Advisor - Community Programs - Curriculum Staffing Officer - Personnel Executive Assistant - Central Education Office
Level 5	Accounting Supervisor - Payroll

Level 5

Assistant Chief Buyer and Office Supervisor
Supervisor - Technician Services - I.M.S.
Systems Programmer - Computer Services
Supervisor - Computer Operations
Senior Information Officer - Administrative Services
Trade Supervisor 'A' - Maintenance
Transportation Manager - Maintenance
Co-ordinator of Workloading, Product Testing and Training
Administrative Officer - Plant Operations
Stationary Engineer - First Class - Plant Operations
Zone Supervisors - Plant Operations
Technical Assistant to Manager - Energy Conservation and Building Environment
Student Transportation Officer
Occupational Health and Safety Officer

Level 6

Manager - Reference Section - Library
Supervisor - Library Selection and Acquisitions
Systems Resource Analyst - Computer
Computer Liaison Officer
Manager - Committee and Trustee Services
Manager - Records, Archives and Museum and Board Archivist
Assistant Supervising Engineer - Maintenance

Manager - Departmental Services Section - Maintenance
Project Managers - Maintenance
General Carpentry Supervisor - Maintenance
General Painting Supervisor - Maintenance
Trade Supervisor 'B' - Maintenance
Trade Supervisor - Planning - Maintenance
On-site Co-ordinator and Inspector (to Spring of 1989) - Energy Conservation and Building Environment
Continuing Education and Community Programs Liaison Officer - Curriculum
Adult Basic Education Administrator - Curriculum
Staff Relations Officer - Personnel
Personnel Officer
Employee Benefits Supervisor
Community Services Officer - Director's Office

Level 7

Administrator of School Food Services
Assistant Superintendent of Accounting
Chief Buyer - Purchasing and Supplies
Materials Controller - Purchasing and Supplies
Manager - Library Resources and Technology
Manager - Research Services
Supervisor - Library Media Services
Manager - Technology and Micro Resources - I.M.S.
Manager - Learning Materials Preparation - I.M.S.
Supervisor- Micros/Media
Training Representative - Computer Services
Manager - Public Information Office - Administrative Services
Assistant Supervising Engineer - Maintenance
Operations Manager - Design Services
Executive Officer - Curriculum
Manager - Career Centres - Curriculum
Staff Development Officer - Personnel
Career and Organization Development Officer - Personnel

Level 8

Assistant Superintendent of Accounting
Manager - Computer Operations
Manager - Technical Programming
Assistant Manager - Energy Conservation and Building Environment
Temperature Control Engineer - to March 1989
Senior Social Workers

Level 9

Superintendent of Purchasing and Supplies
Co-ordinator of Library Services
Planner - Demographer - Library Services
Co-ordinator of Instructional Media Services
Superintendent of Administrative Services
Supervising Engineer - Maintenance
Supervising Engineer - Plant Operations
Manager - Energy Conservation and Building Environment
Design Engineer
Architect
Adult and Continuing Education Officer
Senior Psychologists
Administration Officer - Planning
Senior Negotiations Officer
Executive Assistant to Director of Education

Level 10

Superintendent of Computer Services
Chief Social Worker
Chief Educational Research Officer - Director's Office

Level 11	**Superintendent of Accounting** **Superintendent of Maintenance and Construction** **Superintendent of Plant Operations** **Superintendent of Design Services** **Chief Psychologist**
Level 12	**Assistant Superintendent - Curriculum - (Special Education)** **Assistant Superintendent - Curriculum - (Student Services)**
Level 13	**Superintendent - Curriculum** **Superintendent - French As A Second Language** **Superintendent - Curriculum - (Special Education)** **Superintendent - Personnel Services** **Superintendent - Staff Development** **Superintendent - Negotiations** **Superintendent - Elementary Staffing** **Superintendent - Secondary Staffing** **Superintendent - Special Projects -** **Chief Superintendent of Field Services -** **Superintendent - French As A First Language** **School Superintendent - Elementary** **School Superintendent - Secondary**
Level 14	**Superintendent of Information Services** **Comptroller of Buildings and Plant** **Comptroller of Finance** **Superintendent of Curriculum and Program**
Level 15*	**Associate Director - Operations** **Associate Director - Program** **Associate Director - Personnel**
Level 16*	**Director of Education**

* Levels 15 and 16 are contract positions, but the salaries for these positions are tied in with those in Schedule II.

A P P E N D I X 7

SCHEDULE I (CUPE LOCAL 1325) EMPLOYEES BY POSITION AND RACE, 1987

Position	White		Non-White		Total
	Number	Percent Per Position	Number	Percent Per Position	
Clerk grade 1	3	75.0	1	25.0	4
Clerk grade 2	9	81.8	2	18.2	11
Clerk grade 3	39	81.2	9	18.7	48
Clerk grade 4	134	88.7	17	11.3	151
Clerk grade 5	81	86.2	13	13.8	94
Clerk grade 6	27	90.0	3	10.0	30
Clerk grade 7	6	85.7	1	14.3	7
Supply Clerk	12	80.0	3	20.0	15
Receiver	1	100.0	0	0	1
School Comm.Advisor	19	76.0	6	24.0	25
Librarian I	7	87.5	1	12.5	8
Librarian III	2	100.0	0	0	2
Intermed. Programmer	1	25.0	3	75.0	4
Jr. Sys. Analyst	1	100.0	0	0	1
Int. Sys. Analyst	0	0	3	100.0	3
Draftsperson	14	93.3	1	6.7	15
Clerk of Works	1	100.0	0	0	1
Senior Draftsperson	0	0	1	100.0	1
Chief Draftsperson	5	100.0	0	0	5
Total	362	85.0	64	15.0	426

Note: Permanent staff in the McCaul Street Public School and College Street Secondary School are not included in this table.

Salary range for Schedule I (CUPE, Local 134) in 1987:

Clerks 1 - 7, supply clerk, receiver	$15,444-33,439 (4-5 increments)
Draftsperson - chief draftsperson	$29,274-44,938 (3-4 increments)
Inter. programmer - Inter.syst.analyst	$26,279-46,969 (8 increments)
Librarian I - Librarian III	$28,042-39,785 (4 increments)
School community advisor (10 mon.position).	$21,782-30,391 (4 increments)

A P P E N D I X 8

APPSP* EMPLOYEES BY POSITION AND RACE, 1987

Position	White		Non-White		Total
	Number	Percent Per Position	Number	Percent Per Position	
Former Interpreter/Counsellor	4	66.7	2	33.3	6
Street Worker	6	100.0	0	0	6
Associate Social Worker	1	50.0	1	50.0	2
Social Worker (BSW)	3	75.0	1	25.0	4
Social Worker (MSW)	32	72.5	11	27.5	43
Psycho-ed Consultant	35	97.2	1	2.8	36
Psycho-ed Consultant (Ph.D)	6	100.0	0	0	6
Psychologist	12	92.3	1	7.7	13
Total	99	84.8	17	15.2	116

*APPSP = Association of Professional Student Services Personnel.

Group A includes social worker B.S.W., associate social worker and streetworker. Salary in 1987 ranged from $26,546 to $36,157 in eight increments.

Group B includes psychoeducational consultants and social worker (MSW). Salary in 1987 ranged from $31,648 to $46,989 in eight increments.

Group C includes registered pyschologists. Salary in 1987 ranged from $42,559 to $49,783 in four increments or $42,559 to $51,781 for those with Ph.D. in five increments.

Group D includes former interpreter counsellor. The rate of pay for this group of employees is equated to 80% of the maximum salary of a Group 'B' social worker.

APPENDIX 9

FIELD STAFF IN MAINTENANCE BY POSITION AND RACE, 1987

Position	White		Non-White		Total
	Number	Percent Per Position	Number	Percent Per Position	
Non-Trades					
General helper	37	97.4	1	2.6	38
Driver	28	96.6	1	3.4	29
Driver's helper	11	91.7	1	8.3	12
Sunnyview helper/ keyman	5	100.0	0	0	5
Subtotal	81	96.4	3	3.6	84
Trades					
Painter	56	98.2	1	1.7	57
Carpenter	43	97.7	1	2.3	44
Plumber*	26	100.0	0	0	26
Machinist*	24	96.0	1	4.0	25
Steamfitter*	22	100.0	0	0	22
Electrician-wiring*	37	100.0	0	0	37
Electrician-motors*	22	100.0	0	0	22
Electrician-signals*	21	100.0	0	0	21
Plasterer/lather	19	95.0	1	5.0	20
Sheetmetal worker*	18	100.0	0	0	18
Iron worker*	12	100.0	0	0	12
Bricklayer*	11	100.0	0	0	11
Locksmith	10	100.0	0	0	10
Glazier	10	100.0	0	0	10
Roofer/Roofer assist.	8	80.0	2	20.0	10
Upholsterer	7	77.8	2	22.2	9
Temp.Control mech.*	8	100.0	0	0	8
Abestos worker	5	100.0	0	0	5
Cement worker	5	100.0	0	0	5
Plasterer labourer	5	100.0	0	0	5
Grounds trade	5	100.0	0	0	5
Resilient floor worker	7	100.0	0	0	7
Auto mechanic	4	100.0	0	0	4
Boiler maker*	4	100.0	0	0	4
Marble worker	3	100.0	0	0	3
Door closer mechanic	3	100.0	0	0	3
Subtotal	395	98.0	8	2.0	403
Total	476	97.7	11	2.3	476

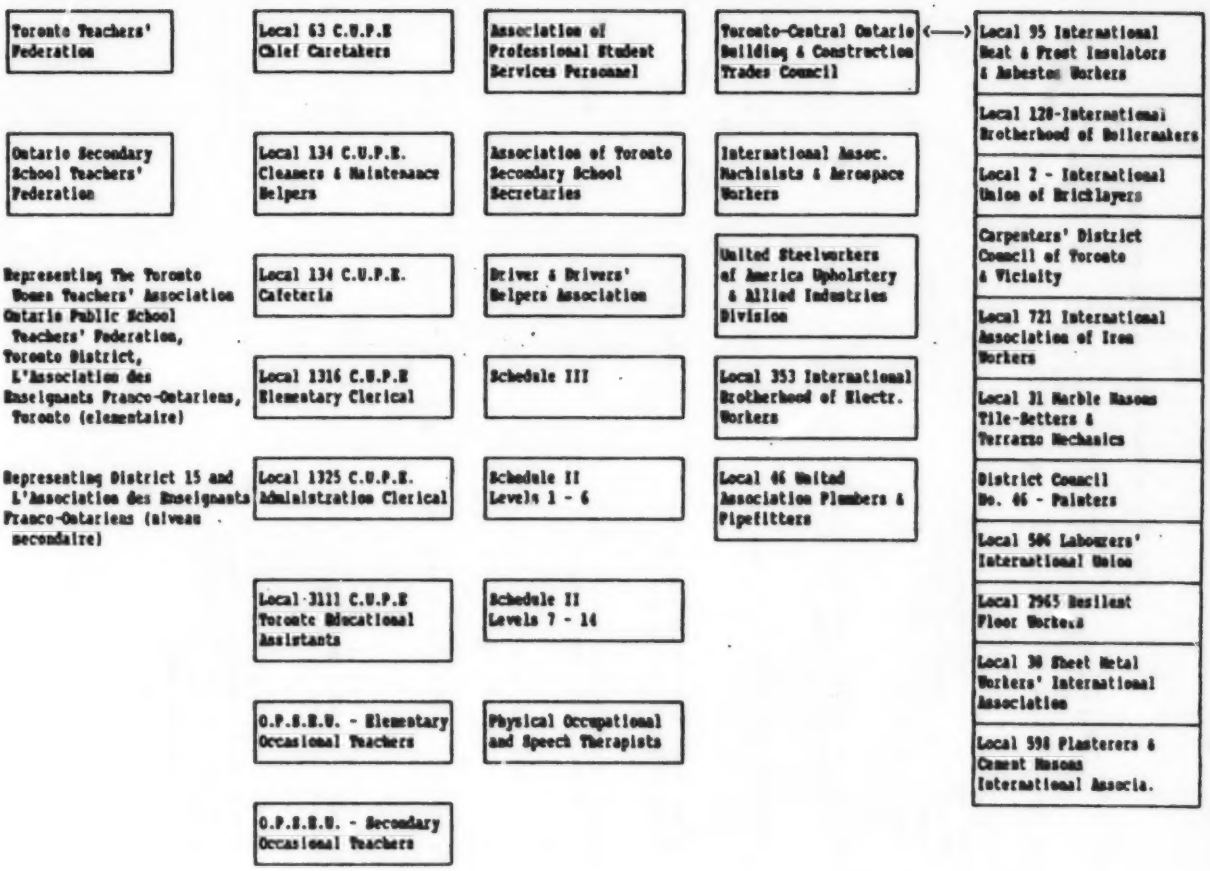
Note: The probationary staff are not included in this table.
Salary range in 1987:

Non-Trades: $10.42-$12.80. General helpers belong to CUPE, Local 434, while the other non-trade personnels belong to the Drivers and Drivers' Helpers' Association.

Trades: $12.22-$19.42. Trades that are marked with asterisks are those that paid $18 or more an hour. See Appendix 10 for the bargaining units the trades personnel belong.

APPENDIX 10

BOARD OF EDUCATION FOR THE CITY OF TORONTO
EMPLOYEE GROUPS


Toronto Teachers' Federation
Ontario Secondary School Teachers' Federation
Representing The Toronto Women Teachers' Association Ontario Public School Teachers' Federation, Toronto District, L'Association des Enseignants Franco-Ontariens, Toronto (elementaire)
Representing District 15 and L'Association des Enseignants Franco-Ontariens (niveau secondaire)
Local 63 C.U.P.E Chief Caretakers
Local 134 C.U.P.E. Cleaners & Maintenance Helpers
Local 134 C.U.P.E. Cafeteria
Local 1316 C.U.P.E Elementary Clerical
Local 1325 C.U.P.E. Administration Clerical
Local 3111 C.U.P.E Toronto Educational Assistants
O.P.S.B.U. - Elementary Occasional Teachers
O.P.S.B.U. - Secondary Occasional Teachers
Association of Professional Student Services Personnel
Association of Toronto Secondary School Secretaries
Driver & Drivers' Helpers Association
Schedule III
Schedule II Levels 1 - 6
Schedule II Levels 7 - 14
Physical Occupational and Speech Therapists
Toronto-Central Ontario Building & Construction Trades Council
International Assoc. Machinists & Aerospace Workers
United Steelworkers of America Upholstery & Allied Industries Division
Local 353 International Brotherhood of Electr. Workers
Local 46 United Association Plumbers & Pipefitters
Local 95 International Heat & Frost Insulators & Asbestos Workers
Local 128-International Brotherhood of Boilermakers
Local 2 - International Union of Bricklayers
Carpenters' District Council of Toronto & Vicinity
Local 721 International Association of Iron Workers
Local 31 Marble Masons Tile-Setters & Terrazzo Mechanics
District Council No. 46 - Painters
Local 506 Labourers' International Union
Local 2965 Resilient Floor Workers
Local 30 Sheet Metal Workers' International Association
Local 598 Plasterers & Cement Masons International Associa.

APPENDIX II

EXAMPLES OF DIFFERENT CATEGORIES OF NON-PERMANENT STAFF

Employee Group	Title	Definitions/Descriptions	Examples of Positions	Paycode	Sick Leave Benefit	Statutory Holiday	Vacation
Schedule III	Non-Benefit	i) Position has an indefinite life but requires less than 1/2 of the specified number of hours for the regular, permanent position in their respective group or ii) position has a fixed term or task.	Research Technician, Paraprofessional	A	None	3% of gross earnings paid each pay	4% of gross earnings paid each pay
Schedule III	Non-Continuing	Employed on an "as needed" basis (Non-Continuing in business offices and secondary schools).	Clerical Assistant	A	None	3% of gross earnings paid each pay	4% of gross earnings paid each pay
Schedule III	Casual Non-Union	Employed in school cafeterias on a casual basis.	Cafeteria Worker	C	None	3% of gross earnings paid each pay	4% of gross earnings paid each pay
Schedule III	Student	Employed in schools and various administrative departments on an arranged basis.	Co-operative Educ. Student	A	None	3% of gross earnings paid each pay	4% of gross earnings paid each pay
CUPE Local 134	Student	Secondary or post-secondary school students (hired to work in the summer or evenings.)	Caretaker	B	None	3% of gross earnings paid each pay	4% of gross earnings paid each pay
CUPE Local 134	Occasional (probationary)[a]	Employees who are not entitled to full Board benefits.	Trades Personnel	D	None	3% of gross earnings paid each pay	3 weeks (pro-rated)
CUPE Local 134	Occasional (probationary)[a]	Employees who have not been appointed to the staff by the Board.	Maintenance Helper, Drivers	D	None	3% of gross earnings paid each pay	1 day per complete month max. of 11 days
APSSP	Occasional (per diem)	Employed on a day to day basis for a period of of less than 20 consecutive working days or on an intermittent basis.	Psychologist	A	None	None	None (included in rate)
APSSP	Temporary	Employed for a period in excess of 20 consecutive work days. The employment is not permanent and will end upon completion of the job or after a prescribed period of time; neither of which will exceed 24 consecutive months.	Psychologist	J	21 days a year, pro-rated	3% of gross earnings paid each pay	None

[a]See note 9 that accompanies the text.

A P E N D I X 12

PAYCODES USED BY THE ACCOUNTING DEPARTMENT IN THE TORONTO BOARD OF EDUCATION, 1987

Paycodes	Description
A	Administration staff and others (e.g. Schedules I, II, and III employees)
B	Caretakers and stationary engineers
C	Cafeteria workers, educational assistants, lifeguards, etc.
D	Building & Construction, trades personnel, drivers and drivers helpers
J	School office support staff (e.g. school secretaries, therapists, social workers, psychologists)
K	Elementary and Secondary School teaching staff
Q	Pensioners
R	Gratuity, interpreters/translators
S	English and Citizenship teachers/Heritage Language instructors
T	Night School - Continuing Education
V	Occasional non-teaching staff
W	Occasional teaching staff
Z	Miscellaneous